



<b>TCSA POLICY</b>	
<b>TITLE</b>	AAS Student Behaviour
<b>POLICY NUMBER</b>	New
<b>PROGRAM NAME</b>	JK-Grade 10
<b>DOMAIN NAME</b>	Education
<b>EFFECTIVE DATE</b>	June 26, 2023
<b>NEXT REVIEW DATE</b>	<b>Oct 10, 2028</b>
<b>APPROVAL DATE</b>	Oct 10, 2025
<b>ISSUING AUTHORITY</b>	Tłıchǫ Community Services Agency (TCSA)
<b>ACCREDITATION STANDARD</b>	N/A

### **POLICY AND GUIDING PRINCIPLE**

The Alexis Arrowmaker School (AAS) policy draws its authority from the NWT Education Act, 21-10-V1 TCSA Student Behaviour Policy, and the NWT School and Inclusive Handbooks. Alexis Arrowmaker School is committed to ensuring a safe and effective learning environment for all students and staff. To achieve this, Alexis Arrowmaker School believes in a multi-tiered approach when attending to the Alexis Arrowmaker School, mental health and wellness of students.

Alexis Arrowmaker School believes in an approach that is culturally holistic, uses integrated service delivery models from within the community, is strength-based and trauma-informed. Alexis Arrowmaker School believes all students, staff, parents, and community members must work together to promote safe and caring schools where students feel empowered to learn in a consistent and predictable environment. It is the responsibility of all to ensure the principles of safety and trustworthiness, collaboration and choice, and relationship and engagement are embedded in our practice.

### **PURPOSE/RATIONALE**

AAS commits to safety and recognizes that each student at Alexis Arrowmaker School is influenced by their mental health and wellness. Through an equity lens, AAS will respond to



the unique needs of the individual with the explicit goal to keep a student in school. All Alexis Arrowmaker School supports will focus on regulation, restoration and education, as opposed to punitive measures. No student should be punished by excluding them from Tlicho Language and culture, physical education or break times, unless as part of a suspension.

This policy will provide guidance on the process to foster trauma-sensitive instruction and leadership to support students' mental health and wellness. AAS supports a whole school, whole community and whole child approach to supporting students at Alexis Arrowmaker Schools. All staff will use a trauma-sensitive mindset of self-awareness and an understanding of trauma and resilience to guide decision-making. The school commits to providing ongoing training for all staff in the areas of trauma-sensitive practice, social-emotional learning, self-regulation, and crisis intervention models with a culturally supported practice.

## DEFINITIONS

**Intergenerational Trauma** describes the psychological or emotional effects that can be experienced by people who live with trauma survivors. Coping and adaptation patterns developed in response to trauma can be passed from one generation to the next [11].

**Major Incident** is one where there are chronic minor incidents, an incident which endangers themselves or others, involve drugs/alcohol/smoking, theft, or property damage. Major incidents may include elements of restitution, suspension (in or out of school), loss of privileges, referral to other services and/or to SBST. This is where a teacher cannot meet the needs of the student or are outside the teachers' ability to respond to the incident.

**Minor Incident** is one where a teacher or other school staff provides direction, support, and instruction to help a student regulate or behave appropriately. The staff should proactively provide clear and consistent expectations on behaviour, set routines, teach social-emotional regulation, support bullying programming, and other tier 1 supports. Repeated minor incidents may result in tier 2 behaviour supports.

**Multi-Tiered System of Support (MTSS)** is a framework that helps educators provide academic and behavioural strategies for students with various needs. MTSS is an integrated school-wide approach (universal, focused, intensive) which provides a structure for



supports for all students. It is inclusive of all students and recognizes the inherent worth of empowering all students and parents.

**School Based Support Team (SBST)** is a team with a shared vision, a focus on collaboration, collegial support, joint problem-solving and promising practices and strategies that result in teacher and student success. A SBST typically consists of Principal,, Program Support Teachers, Teachers, and other school staff (Elders, support assistants, counsellors) as needed.

**Self-Regulation** is a framework to deal with stress so that calm is experienced in mind and body and from there begin to restore physiologically, emotionally, psychologically, and socially.

**Social- Emotional Learning** is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

**Trauma** is an emotional experience that directly impacts each student in a slightly different manner but has a definite and lasting impact on learning. Experiencing trauma can harm a person's sense of safety, sense of self, and ability to regulate emotions and navigate relationships.

## **SCOPE/APPLICABILITY**

This policy will apply to students registering at and attending AAS, including alternative and program and all AAS Education Staff.

Alexis Arrowmaker School will have an internal process which includes:

- Minor incidents with associated [AAS Incident Form](#) for repeat behaviors
- **Major incidents with associated incident report in PowerSchool**
- **Administration updating the incidents in PowerSchool with additional details and actions resulting from the incident**
- Alignment with their Safe and Caring School Plan for bullying
- School Emergency Response Plan
- Personal Emergency Response Plan - for students as needed.

## **PROCEDURE**



## **The Staff's Role**

While most of these documents deal with education, intervention, and support directly for students, a critical element of AAS approach requires all staff to build their knowledge, self-awareness, and recognize their role in escalating/de-escalating situations. Staff must recognize and acknowledge the community of people required to support this mindset and, therefore obligated to reach out for additional supports beyond the school community expanding into an integrated services delivery model. To that effect, AAS expects all staff to use the following scale to build their capacity in trauma-sensitive practices.

### **Learn**

- To ensure all staff have knowledge to understand trauma and its impact

### **Reflect**

- To prompt staff awareness, regarding their own stress response to the situation
- Every Alexis Arrowmaker School is a response to a need
- Our personal beliefs and values may not align with the culture and belief of the community

### **Practice**

- To foster student resilience and recognize student strength
- To realize the impact of trauma on students (understanding flight, fright, freeze and fawn)
- To set clear and consistent expectations of the procedures and protocols when dealing with Alexis Arrowmaker Schools and the mental health and wellness of students
- To engage in stress management practices to improve student interactions
- To understand that trauma goes beyond the individual student and may be intergenerational
- To ensure that parents/guardians are regularly contacted regarding student Alexis Arrowmaker School, and progress (including but not limited to after incidents)

## **Multi-Tiered Response**

### **Tier 1 - Classroom/Learning Spaces**

- Universal design for learning
- Use of trauma-informed language
- Awareness of lateral violence
- Regular review of student needs (Classroom Assessment Record, class reviews)



- Parent inclusion connecting with parents/guardians early and often

## **Tier 2 - Classrooms and Beyond**

- Identify students who need additional support through SBST referral which may lead to other referrals such as Counselling, Health & Wellness Elder, mentor, cultural worker, PST, RISC
- Using regulation spaces/tools
  - up regulating - stationary bike, balancing activities, brain games
  - down-regulating - assistive technology (headphones), teepee areas, breathing activities, walk
  - Applications (iPad)
  - Peer Support
- Increase strength based opportunities (e.x selected for on the land camps, work experience, cooking, baking, beading, sewing, etc.)
- Specialized programming or interventions - typically as push in interventions in the classroom
- Support Staff- cycles of support, support during transitions, etc.
- Documentation in SSP or IEP
- Increased monitoring and feedback for student and classroom behaviours
- Consider involving student in development of approach
- Regular review of interventions (adapting to changing needs of student)
- Parent inclusion connecting with parents/guardians early and often

## **Tier 3 - Beyond**

- Strong Embedded Tier 1 and 2 Supports and Interventions.
- Referrals to SBST - which may lead to other referrals for observation/evaluation counselling, PST, Educational Psychologists, ASD Consultant, RISC, Child Development Team, Territorial Based Support Team.
- Specialized programming or interventions - typically offered as pull-out, directed/explicit intervention (example: TinyEye for SLP)
- Documentation in SSP or IEP could include behaviour plans (with protocols for the approach taken with an individual student), or modified schedules.
- Personalized Emergency Response Plan
- Support Staff- cycles of support, support during transitions, etc.
- Gradual release of interventions
- Consider involving students in the development of the approach.



- Parent Inclusion connecting with parents/guardians

### **The Student's Role**

Schools and staff are responsible for providing a multi-tiered proactive approach as outlined above, as well as providing a whole school approach to bullying as outlined in the AAS Safe and Caring Schools Plan and 21-21-V1 TCSA Safe Schools Policy . Students are responsible for contributing to a safe and caring school environment. There are times when a student's behaviour may require interventions and/or consequences for their actions.

Under the Education Act (Section 35(1)) there are specific situations which may result in a suspension or expulsion. Suspensions and expulsions are under the discretion of the Principal and the 21-14-V1 TCSA Student Suspension and Expulsion Policy.

Other situations of inappropriate student conduct may require the Principal, classroom teacher, or other staff member to also provide consequences, restitution, restorative practice, or loss of privileges to maintain a safe, respectful, caring, and effective learning environment. In these cases, the following guidelines should be observed:

- One size does not fit all - consider frequency, extenuating circumstances, age, a student's social development, impact on the school environment, severity, and duration of the situation when determining interventions and/or consequences.
- Progressive discipline should be used to help students improve their behaviour and learn from their choices.
- Examples of Progressive discipline may include:
  - o A Conversation with the student (and associated staff)
  - o Review of expectations for their behaviour and strategies for dealing with future events
  - o Opportunities to fix/improve/repair the situation (ex: offer an authentic apology, a logical consequence to the student's action (knock over things, clean them up)
  - o In-School Suspension
  - o Restorative circle and/or practices
- Loss Of Privileges

### **PERFORMANCE MEASURES**

NA

### **CROSS-REFERENCES**

AAS Safe and Caring School Plan



AAS School Emergency Response Plan  
21-09-V2 TCSA Mature Student Policy  
21-10-V1 TCSA Student Behaviour Policy  
21-14-V1 TCSA Student Suspension and Expulsion Policy  
21-21-V1 TCSA Safe Schools Policy  
21-24-V1 TCSA Inclusive Schooling Policy

### **ATTACHMENTS**

Personal Emergency Response (TCSA template)  
Behaviour contract  
AAS Incident report

### **REFERENCES**

- NWT Education Act
- NWT School Handbook
- NWT Inclusive Schooling Handbook

### **APPROVAL**

Reviewed and Approved By:

\_\_\_\_\_ *Gaspar W* \_\_\_\_\_  
(Signed, Position, and Dated)

Reviewed and Approved By:

\_\_\_\_\_ *L Hope* \_\_\_\_\_  
(Linsey Hope, Director of Education, Oct 10,  
2025)